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ABSTRACT

This tobacco education curriculum for junior high contains a sampling of teaching methods, concepts and objectives for the course, and instructional units. Each unit, designed to reinforce a major concept in regard to smoking, lists suggested learning activities as well as instructional materials to be used and resources available to the teacher. Fact sheets and work sheets are included in the booklet. (JD)

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HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

TOBACCO EDUCATION CURRICULUM

JUNIOR HIGH

The University of the State of New York/THE STATE EDUCATION DEPARTMENT

Bureau of Drug Education

Albany, New York

1979

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FOREWORD

This curriculum was developed for the following purposes:

1) as a reference for schools in planning a coordinated K-12 educational support program for reducing smoking as a part of the Regents Action Plan to Reduce Drug Abuse.

2) as an outline of content and methods for schools to use in implementing the requirements of Education Law, Section 804 and Commissioner's Regulations regarding Health Education, Section 135.3, as they relate to tobacco education programs.

3) as a manual for the teacher to use in planning and in the classroom.

The curriculum is designed sequentially within a particular grade, as well as from grade to grade. All concepts and objectives are considered basic and essential, although leeway is provided in selection of actual activities used. Many activities and objectives are not exclusively in the domain of tobacco education; thus the time required for their use would be appropriately allocated from integrated subject areas - for example: alcohol and other drug abuse; mental health; cardiovascular health and physical fitness; general health and safety; reading, writing, spelling and speech; social, developmental and decision-making skills; visual arts; civics; and science.

Prior to publication, the curriculum was assessed by 152 elementary and secondary teachers in 17 urban, suburban and rural school districts in New York State. Suggestions made by pilot teachers were considered in preparing the final manuscript.

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PREFACE

Our most clearly preventable health problems are those resulting from the use of tobacco. Yet, although most people now recognize the health risks of smoking, many people who use tobacco find it just too difficult to change this habit.

The best approach to preventing the health problems caused by tobacco use is clearly to prevent the formation of the tobacco habit. This must be a process that begins with young children and continues until adulthood, involving not only what the child knows about the effects of tobacco use on the body, but also the child's feelings, values, attitudes, self-awareness, behavior patterns and skills; invoiving not only the classroom, but also other places where the child is influenced to smoke or not to smoke - the school, the community and the home.

A school tobacco education program should have the following characteristics:

1) It should be provided within the context of the comprehensive health education program, taught in the elementary grades by the classroom teacher and in the secondary grades by a certified health teacher.

2) Program objectives should emphasize the factors that influence people to smoke (e.g., self-image, values, decision-making) rather than the nature and effects of tobacco and smoking.

3) Activities should be designed to involve students in their own learning, helping them become responsible for planning and conducting their own lives.

4) It should be a continuous, sequential program that supports healthy attitudes and decisions based upon information acquired from the earliest grades through senior high school.

5) Program content beyond the primary grades should present a balanced view of the issues; as students mature they will recognize the complexity of the economic and social aspects of the tobacco industry, the smoking habit and of smoke-polluted air.

6) It should be articulated with a written school smoking policy developed with input from students and lay members of the community, as well as school faculty and health education professionals.

7) It should involve parents and the community to the fullest extent possible.

8) The instructors for the program should make sincere efforts to set examples for their students.

This curriculum is unique in several aspects:

1) It provides a basic instructional program rather than an exhaustive collection of possibilities. Only essential concepts and objectives have been identified. Activities have been selected for variety, ease of use by the teacher, and for their direct relevance to essential objectives. A special effort has been made at both levels to design activities that integrate with other subject areas, e.g., English, art, social studies, music, math, science and physical education.

2) It combines the expertise of specialists in humanistic and values education with specialists in tobacco education and in curriculum design and development. The purpose of this approach is to provide suppport for the practice of cognitive learnings through enhancing self-image, self-understanding and coping/decision-making skills.

3) It is basically self-contained. Most materials needed are readily available in the classroom; most audiovisuals are available for free loan from voluntary agencies; teacher references are few and moderately priced; worksheets and patterns are provided.

4) It is possible for most elementary and health education teachers to use this curriculum directly in their classrooms without the need for an inservice training program or for a local committee to become involved in rewriting to adapt the material to local needs. (An inservice training program for teachers, administrators and community health professionals could, however, improve the quality of the smoking education program.)

It is important that teachers form the habit of identifying, contacting and working with community professionals and agencies. The products of coordinated school-community efforts far surpass what any teacher can achieve in a classroom. Such programs provide for a free exchange of experience, information and materials; an extension of learnings into real life situations; practical experiences for students that give them a sense of achievement, of belonging to the community and of responsibility for community health; and increased understanding of and support for school programs.

TOBACCO CURRICULUM MATRIX

MAJOR CONCEPTS	GRADES	KINDER-GARTEN	FIRST	SECOND	THIRD	FOURTH	FIFTH	SIXTH	JUNIOR HIGH	SENIOR HIGH
I. Self-Image, Self-Knowledge and Values										
1. Self-Image		X	X	X	X	X	X	X	X	X
2. Self-Awareness		X	X	X	X	X	X	X	X	X
3. Awareness of Others		X	X	X	X	X	X	X	X	X
4. Value One's Health		X	X	X	X	X	X	X	X	X
5. Personal Responsibility for Health		X	X	X	X	X	X	X	X	X
II. Tobacco Knowledge and Issues										
1. Safety Hazards Related to Tobacco Use			X		X					
2. Importance of Clean Air			X	X	X					
3. Immediate Effects of Tobacco Use			X	X	X	X	X	X	X	X
4. Rights of Nonsmokers and Smokers			X	X	X	X	X	X	X	X
5. Tobacco Habit				X	X	X	X	X	X	X
6. Effects of Smoking on Athletic Performance					X	X	X	X	X	X
7. Long-Range Effects of Tobacco Use					X	X	X	X	X	X
8. Psychological and Social Factors of Tobacco Use					X	X	X	X	X	X
9. Tobacco Advertising						X	X	X	X	X
10. Tobacco and U.S. Economy						X	X	X	X	X
11. U.S. Government Roles							X	X		X
III. Coping Skills										
1. Communications Skills		X	X	X	X	X	X	X	X	X
2. Decision-Making Skills		X	X	X	X	X	X	X	X	X
3. Decisions About Tobacco Use			X	X	X	X	X	X	X	X
4. Alternatives to Tobacco Use								X	X	X
5. Quit Smoking									X	X

A SAMPLING OF TEACHING METHODS

The methods you use in your health teaching will make all the difference between classes that are boring, lifeless and without meaning, and classes that are exciting -- classes that will get the students actively interested in learning and doing things that will give them the facts they should know and, at the same time, help them to develop a realistic attitude toward health.

A variety of methods will make it easier to adapt to individual differences among students; emphasis should be on the quality of each method rather than on quantity. No one method or procedure will fit all occasions. A method that you find helpful in one learning situation may not work at all in another.

The following teaching methods are offered as a pedagogical assortment from which you may choose to adapt those best suited to your own talents and to the classes you teach.

BRAINSTORMING

Can be used to teach students to respect and build on their own and others' creative abilities and to acquire the experimental frame of mind necessary for effective problem-solving. Brainstorming can often bring out some very useful suggestions as well as increase the students' involvement in learning.

1. Introduce the topic of brainstorming. It can be described as a first step in problem-solving - a method for getting out the maximum number of ideas for consideration. Emphasize that the only rule is to spill out ideas as quickly as possible, without discussion of your own thoughts or the thoughts of others.
2. Divide class into random groups of three to five students. Each group should have paper and pencil or pen. Have each group select a recorder.
3. Instruct the groups to think of as many things as they can that the class does in a day. The recorder lists these on the paper.
4. Give the groups ten minutes to record their ideas. (If any groups lose steam ahead of time, encourage them to keep trying).
5. Ask each group to choose its two most important ideas to be shared with the entire class.
6. Post the lists so that everyone can see how many ideas emerged in a short time.
7. Select a planning committee to combine ideas.

Followup:

Ask the class the following questions:

1. Was this a good way to get people to listen to your ideas?
2. Did many good ideas come out?
3. Can you think of other times we might use this method of sharing ideas in the class?

FISH BOWL

The Fish Bowl can be used when there is a problem in the class, to generate ideas or to solve a problem or moral dilemma. All the students have an opportunity to get involved, to have their say, to hear how others perceive the situation and decide on a mutually acceptable solution in an orderly, democratic fashion.

a) Ask for six volunteers to sit in a circle with one extra chair.
b) The rest of the class stands or sits around the outside of the circle.
c) Only the six volunteers can discuss the problem and say whatever they want to say.
d) Students on the outside who wish to say something must sit in the extra chair and wait to be recognized by one of the others in the fish bowl. Once recognized, he/she can say whatever he/she wants to add, clarify or question, then must vacate the chair for someone else.

Possible problems that could be solved using this activity include cheating, stealing, loyalty, breaking rules, interfering with the rights of others.

DISCUSSION

Discussion has several purposes: to develop interest in a new topic; to test understanding, concepts and experiences; to exchange opinions and viewpoints; to develop critical thinking, critical listening, and clear discourse; and to facilitate awareness of misleading, irrelevant, and false statements.

Either the teacher or a qualified student may take the leadership role in initiating and facilitating discussion. The teacher should respect each student's beliefs and encourage the expression of personal opinions while also encouraging him/her to listen carefully and thoughtfully to the views of others. The teacher should accept rather than judge statements that are emotionally based, question erroneous statements and make authoritative references available to the students.

LECTURE-DISCUSSION

This term is used to cover a wide range of presentations, combined with discussion. Encouraged within it are presentations not only by the teacher, but also tapes, films, television, or similar forms of communication. A presentation by the teacher, by an outside resource person, or by a student can help to arouse interest in a subject and set the stage for discussion, problem-solving or other types of activity. Case materials, unfinished stories, and critical issues may be handled in this way. Lecture-discussion teaching should be used only where it is the best method to handle a particular objective, since it involves the student in only a limited way.

CONFLICT RESOLUTION/PROBLEM-SOLVING

Learning to resolve a conflict situation between individuals, an individual and a group, or between groups, without sacrificing one's identity, self-respect or control over one's life can be one of the most important life skills anyone can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning another.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. (See Materials List for Grade One and above.) Briefly, the five-step process to Conflict Resolution is:

Step 1. State the Problem: Participants state the problem as they see it and how they feel about it without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: Participants then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: Participants contribute as many ideas as possible to how the conflict may be resolved, to create awareness that there may be a number of ways to deal with the problem.

Step 4. Identify the Consequences: Participants select the most suitable situations from the list they brainstormed and outline the consequences of each.

Step 5. Choosing a Solution: Finally participants evaluate suitable solutions and consequences and agree on one solution that is acceptable to all.

This process can be used in any conflict situation, role-play situation or real life conflict to help students learn decision-making skills.

ROLE PLAYING

Students assume different roles and improvise dialogue as they act out a problem situation. Role play provides an excellent method for helping students learn about their own attitudes and behaviors and find new ways of dealing with problems. As a followup to a role-play activity, discuss what occurred in the role play and how everyone felt about the interactions. This method may be used in small groups, or with one small group role-playing before the class.

DRAMATIZATION

Students act out stories, dramas, skits or situations written by a teacher, student or author. Dramatization is used to illustrate how other people have dealt with different problems or situations. As a followup to this activity discuss what happened, student reactions and what they might have done differently from the characters in the drama. This method is best used as a supplement to other forms of instruction and should be selected and evaluated on the basis of its educational potential, not its entertainment value.

PLAYS AND STORIES

A group writing project may include an entire class. Students should be given a pertinent theme; the play or story should teach a concrete lesson in a practical situation. Acting out the plays or stories provides additional experiences geared toward the learning goals.

SELF-CONSTRUCTED VISUAL AIDS

Aside from providing a useful outlet for creativity and originality, self-constructed visual aids enliven instruction and help clarify, simplify, emphasize, interpret, and reinforce learnings. Symbolic representation of data may be used through charts, tables, diagrams, maps, graphs, posters, cartoons, dioramas, mobiles, and combinations of these. Charts, tables, graphs, and maps are effective in disseminating information in a compact form, while posters and cartoons, by their potential emotional impact, justify their use in the classroom because of their potential influence on attitudes.

EXPERIMENTS AND DEMONSTRATIONS

Experiments may be performed by students or demonstrated to the class by the teacher. Preplanning includes choosing scientifically sound experiments that are in line with the purpose of the lesson and with the maturity of the students; obtaining necessary materials and equipment; and anticipating questions about the results.

SURVEYS

Each step in planning and carrying out a survey has potential educational value. Individuals, committees, or the entire class may conduct surveys. Ideally, a survey should lead to action if the results show that action is needed. This ideal may not always be realizable in the classroom situation, but awareness of community needs is at least sharpened. A survey involves preplanning, collecting, analyzing, interpreting and evaluating data and reporting the findings to the class.

The teacher's role is to guide the students so that they will secure the information they are seeking and interpret and evaluate it correctly. If oral or written questionnaires are used, the teacher's help may be needed to ensure clarity and ease of administration and tabulation. When community facilities are visited, proper prearrangements should be made and a followup thank you letter sent. If students plan to evaluate their findings, care should be taken that the criteria used are sound.

(Note: If a sophisticated study is planned, it is suggested that teachers use school and/or community expertise in sampling, analyzing and interpreting information.)

INTERVIEWS

Whereas surveys usually cover relatively large numbers of people or a variety of facilities, interviews are a learning technique in which a small number of selected individuals are questioned on a specific topic. Teacher assistance and direction may be necessary to help with the formulation of questions to be used.

RESEARCH

Some students may need broad experience in searching for answers to questions and problems. Encyclopedia research should be minimized; pupils instead should be aided and encouraged to visit community institutions, to interview experts, and to read, analyze and interpret the research of authorities.

CONCEPTS AND OBJECTIVES FOR GRADES 7-12

JUNIOR HIGH

CONCEPT I:

Smoking is largely determined by psychological and social factors.

OBJECTIVES

1. The student will compare and contrast the reasons why young people choose to smoke or not to smoke.
2. The student will state why some people continue to smoke although they know the health hazards.
3. The student will explore his/her feelings, attitudes and behaviors in regard to smoking.
4. The student will explore ways in which smoking can have an adverse effect on his/her relationships with other people.
5. The student will develop and practice methods of dealing with conflict situations regarding tobacco use.
6. The student will verbalize reasons why smoking in public is a privilege and not a right.

CONCEPT II:

Cigarette smoking is dangerous to your health.

OBJECTIVES

1. The student will research how body organs and systems are interrelated.
2. The student will explain the immediate physiological changes in the organs and systems of the body caused by chemicals in tobacco smoke.
3. The student will explain the long-range health effects of smoking.
4. The student will describe the relationship between smoking and life span.
5. The student will explain how smoking interferes with a person's athletic performance.

CONCEPT III:

Once established, the cigarette habit is difficult to break.

OBJECTIVES

1. The student will be able to explain the health benefits of quitting smoking.
2. Through group projects, the student will develop a plan of alternatives to smoking.
3. The student will be able to devise alternative methods or programs which may fulfill the needs and desires one has to smoke.
4. After assisting smokers in quitting, the student will be able to describe some difficulties involved in breaking a smoking habit.
5. The student will be able to explain why the decision to stop smoking is a personal one.

CONCEPT IV:

The tobacco industry uses advertising to persuade young adults to use its products.

OBJECTIVES

1. The student will be able to explain how advertising plays on human emotions and needs to influence our buying habits.
2. The student will evaluate the psychological strategies used by the tobacco industry in advertising.
3. The student will discuss the relationship between tobacco advertising and tobacco consumption.
4. The student will discuss the ethics of advertising as used by the tobacco industry.
5. The student will evaluate anti-smoking advertising techniques.
6. The student will be able to express how he/she feels about advertising.

SENIOR HIGH

CONCEPT I:

Psychological needs and social influences contribute to one's decision to start smoking, to continue smoking or to quit smoking.

OBJECTIVES

1. The student will compare and contrast why people choose to smoke or not to smoke.
2. The student will list reasons why people continue to smoke although they know the health hazards.
3. In group discussion, the student will explore ways to deal with pressure and stress.
4. The student will explain that cigarette smoking does not reduce pressure or stress.
5. The student will compare and contrast the role of smoking versus the role of not smoking in social interactions.
6. Given a moral dilemma, the student will demonstrate his/her ability to use a decision-making process considering alternatives and consequences.

CONCEPT II:

Tobacco use creates health problems for both the smoker and the nonsmoker who is exposed to smoke-filled areas.

OBJECTIVES

1. The student will identify and discuss the rights of individuals in our society.
2. The student will discuss ways that rights of individuals may be jeopardized.
3. The student will research medical information regarding health hazards of smoking to the nonsmoker.
4. The student will be able to identify and explain those diseases which are related to tobacco use.
5. The student will identify ways to detect early symptoms of diseases related to smoking.
6. The student will explore the effects of tobacco smoke on pregnant women and their fetuses.
7. The student will be able to explain the relationships between smoking and life span, and between smoking and the quality of life.
8. The student will explore the issue of rights for nonsmokers.
9. The student will publicly affirm his/her beliefs concerning rights for nonsmokers.
10. The student will describe problems which may arise when a nonsmoker and a smoker are in conflict and suggest how the conflict may be resolved.
11. The student will develop a model of a life-long plan for optimum health.
12. The student will explain why he/she should make choices of practices and actions based on a life-long plan.

CONCEPT III:

Controls placed on the use of tobacco products have economic and political implications for our society.

OBJECTIVES

1. The student will identify the areas of conflict between the tobacco industry and health experts.
2. The student will be able to compare and contrast viewpoints of the tobacco industry and health experts.
3. The student will explain the relationships among tobacco advertising, tobacco consumption and the U.S. economy.
4. The student will document the laws which control tobacco use in the Nation and in New York State.
5. The student will identify interrelationships among the tobacco industry, government controls and society.
6. The student will discuss what degree of responsibility he/she is willing to accept regarding smoking and health issues.

CONCEPT IV:

People can stop smoking.

OBJECTIVES

1. The student will explore how one's values affect one's attitudes and decisions.
2. The student will explain why the decision to stop smoking is a personal one.
3. The student will discuss reasons why people stop smoking.
4. The student will be able to explain the physiological changes which occur with the cessation of smoking.
5. The student will discuss "smoker types" as identified in the Smoker's Self Testing Kit.
6. The student will explore methods one may use to stop smoking.
7. The student will explain why switching to a pipe or cigar does not necessarily reduce health risks.
8. Through research, the student will identify sources for assistance in quitting smoking.
9. The smoking student will monitor and evaluate his/her own tobacco habit.
10. The student will explore activities and programs alternative to tobacco use for fulfilling one's needs.

MATERIALS LIST

JUNIOR HIGH

The following materials are suggested as resources for the curriculum. Some of these must be ordered early and most are free. It is suggested that the resources be ordered far enough in advance to assure reservation of films and delivery of materials when needed.

TEACHER RESOURCES - The following materials are examples of references that provide further background or more detailed information. Their acquisition is optional.

AFFECTIVE EDUCATION:

Canfield, Jack and Wells, Harold C. 100 Ways to Enhance Self-Concept in the Classroom. A Handbook for Teachers and Parents. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1976. Price: $6.95.

Chase, Larry. The Other Side of the Report Card: A How-To-Do It Program. Santa Monica, CA: Goodyear Publishing Company, 1975. Price: $9.50.

Howe, Leland W. and Howe, Mary Martha. Personalizing Education: Values Clarification and Beyond. New York: Hart Publishing Company, 1975. May be ordered from the National Humanistic Education Center, 110 Spring Street, Saratoga Springs, NY 12866. Price: $5.95.

SMOKING AND HEALTH

The Smoking Digest: Progress Report on a Nation Kicking the Habit. National Cancer Institute, Office of Cancer Communications, Bethesda, MD 20014. Free.

The Chart Book on Smoking, Tobacco and Health.
Public Exposure to Air Pollution From Tobacco Smoke. Single copies free.
The Health Consequences of Smoking - January 1975. Price: $1.85.
Smoking and Health Experiments and Exhibits, HEW Publication No. (CDC) 76-8318

Order these from National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857.

HEALTH EDUCATION

Greenberg, Jerrold S. Student-Centered Health Instruction: A Humanistic Approach. Reading, MA: Addison-Wesley Publishing Company, 1978. Price: $6.95.

Scott, Gwendolyn D. and Carlo, Mona W. On Becoming A Health Educator (Second Edition). Dubuque, IA: Wm. C. Brown Company Publishers, 1979. Price: $5.95.

ORDER TWO MONTHS IN ADVANCE

Pamphlet: 8 Reasons Young People Smoke. Order one copy per student from the National Clearinghouse for Smoking and Health, 5600 Fishers Lane, Rockville, MD 20857. There may be a charge.

Sound Filmstrip: Cigarette Smoking: Take It or Leave It. Many schools have received this resource. If your school has not, write to American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025.

Film: Decision for Mike. Order from your local Cancer Society or write to American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025. Free loan.

Film: Breathing Easy. Order from your local Lung Association or write to American Lung Association of New York State, 8 Mountain View Avenue, Albany, NY 12205. Free loan.

ORDER ONE MONTH IN ADVANCE

Pamphlet: "Answers To The Most Often Asked Questions About Cigarette Smoking and Lung Cancer." Order one copy per student from your local Cancer Society or from the American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025. Free.

Book: Introduction to Lung Diseases. Order one copy from your local Lung Association as above. Free.

Pamphlet: "As You Live, You Breathe." Order one copy per student from you local Lung Association as above. Free.

Pamphlet: "Me Quit Smoking, How?" Me Quit Smoking, Why?" Order one copy per student from your local Lung Association as above. Free.

Pamphlet: "Your Lungs." Order one copy per student from your local Lung Association as above. Free.

Kit: I Quit Kit. Order two kits/class from the American Cancer Society, New York State Division, 6725 Lyons Street, P.O. Box 7, East Syracuse, NY 13057 or call (315) 437-7025. There will be a charge.

GRADES 7, 8, 9 CONCEPT I

CONCEPT: Smoking is largely determined by psychological and social factors.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will compare and contrast the reasons why young people choose to smoke or not to smoke. 2. The student will state why some people continue to smoke although they know the health hazards. 3. The student will explore his/her feelings, attitudes and behaviors in regard to smoking. TEACHER INFORMATION In order to understand the phenomenon of teenage smoking, it is important to recognize the difference between those who have begun to smoke and those who have not. One in six teenagers will become a smoker before the age of 18. There is little difference in this figure between the smoking rates of girls and boys. ACTIVITY 1: Brainstorm the reasons girls and boys begin smoking. List on chalkboard or transparency. Brainstorm the reasons girls and boys don't begin to smoke. List these opposite the reasons girls and boys do begin smoking. ACTIVITY 2: Using the list above, have students rank order reasons with (1) being the most popular reason, (2) the second most popular reason, and so on. Draw a line through the reasons that students feel are not relevant. ACTIVITY 3: Provide students with the pamphlet 8 Reasons Young People Smoke. Using the reasons given for smoking in the pamphlet, have students design a school bulletin board to describe why they feel they should not start smoking. ACTIVITY 4: Show filmstrip Cigarette Smoking: Take It or Leave It and discuss. (Teacher's Guide is an excellent source of ideas for discussion topics and followup activities.)	MATERIALS: 8 Reasons Young People Smoke (National Clearinghouse for Smoking and Health) MATERIALS: Sound Filmstrip: Cigarette Smoking: Take It or Leave It (American Cancer Society)

LEARNING ACTIVITIES	RESOURCES

ACTIVITY 5:

Value Voting

Ask students to respond to the following statements by the following non-verbal communications:

a) If you strongly agree, raise your hands and shake them.
b) If you mildly agree, raise your hands.
c) If you mildly disagree, thumbs down.
d) If you strongly disagree, thumbs down and shake them.
e) If you want to pass, take no action at all.

How many of you ...

a) Will raise your children more strictly than you were raised?
b) Think smoking makes you look "cool"?
c) Think children should work for their allowance?
d) Have ever felt lonely even in a crowd of people?
e) Think students are losing respect for teachers?
f) Use your own set of values to decide what you will or will not do?
g) Have ever had problems so bad you wished you could disappear so you wouldn't have to face them?
h) Think most students feel free to talk with their parents?
i) Would like to make some changes in your life?
j) Think there are times when cheating is all right?
k) Think most adults understand young people today?
l) Think smoking should be allowed in school for students and teachers?
m) Think the law regarding selling cigarettes to minors should be changed?
n) Would smoke a cigarette if it were offered to you?
o) Wish your parents would give you more freedom?
p) Would ask your parents to stop smoking?
q) Believe a no-smoking area should be provided in public places for nonsmokers?
r) Believe you can control the kind of person you will become.

Ask students how they feel about the reactions of the class compared to their own responses and what they learned from this activity.

(Note: Value voting provides a simple means for students to make a public affirmation on a variety of value issues. It provides an opportunity for students to realize that others often see issues quite differently from themselves.)

TEACHER RESOURCE:
Book: Personalizing Education: Values Clarification and Beyond by Leland W. Howe and Mary Martha Howe.

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 6: Show film Decision for Mike. Refer to Teacher's Guide for ideas for discussion topics and followup activities. (Note: Teacher preview of this film will be helpful in selecting an appropriate class period for its use. Entertainment value is high.)	MATERIALS: Film: Decision for Mike (American Cancer Society)
ACTIVITY 7: Student Survey To provide students the opportunity to explore why other people smoke, give half the class the short survey form "Questions for Smokers," to obtain information from smokers (include students, teachers and adults), as to why they started, why they still smoke, and if they know the hazards involved. Provide the other survey form, "Questions for Nonsmokers," for the other half of the class to survey nonsmokers only. Ask each student to ask five to ten people the questions and record their answers. Draw a grid on chalkboard or transparency so students can fill in the responses to their surveys. Discuss results.	MATERIALS: Survey forms: Questions for Smokers, Questions for Nonsmokers
ACTIVITY 8: To help students practice choosing from alternatives and to publicly affirm and explain or defend their choices, have them rank order the following: a. What would you most likely do if you found other students smoking cigarettes in the lavatory? - go tell a teacher - pretend there's nothing wrong and use the facilities - join them - tell the group they should not be smoking because it's against school policy - turn and leave b. What would you most likely do if a person lit a cigarette in an elevator in which a no-smoking sign was posted? - say nothing - fan the smoke away from you - ask him (her)to put out his (her) cigarette - grab the cigarette and stamp it out - call the person's attention to the no-smoking sign	

QUESTIONS FOR SMOKERS

1. Why did you start smoking?

2. Do you know that smoking can harm your health?
   Yes _____ No _____

3/ Why do you continue to smoke?

QUESTIONS FOR NONSMOKERS

1. Did you ever smoke cigarettes?
   Yes _____ No _____

2. If yes, why did you quit?

3. If no, why didn't you start smoking?

4. Do you know that smoking can harm a smoker's health?
   Yes _____ No _____

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 8: (cont'd) c. What would you do if your parents were not home, and your friends urged you to take some of your parents' cigarettes? - play along, take the cigarettes, and smoke - say no, and suggest doing something else - send your friends home - take the cigarettes and let your friends smoke them but don't smoke yourself d. Ask students to complete this statement. I have learned that ...	
OBJECTIVES: 4. The student will explore ways in which smoking can have an adverse effect on his/her relationships with other people. 5. The student will develop and practice methods of dealing with conflict situations regarding tobacco use. 6. The student will verbalize reasons why smoking in public is a privilege and not a right.	
ACTIVITY 1: Contact your local Lung Association to obtain informational materials regarding the effects of tobacco smoke on nonsmokers. Obtain adequate quantities to provide a copy for each student. Divide class into small groups. Have group prepare a report on how tobacco smoke affects nonsmokers. Have each group present its findings to the class. Have students discuss the rights of nonsmokers as they relate to what they have found.	TEACHER RESOURCE: Book: The Health Consequences of Smoking - January 1973 (HEW)
ACTIVITY 2: Organize a role-play situation to be acted out before the class in which a group of friends is smoking and trying to persuade a friend to join them. a) You are going to a party with three friends from school. They have cigarettes and discuss smoking them at the party. When you arrive at the party you see many people from school smoking. Your three friends light up cigarettes and offer you one. You have never smoked before and are reluctant to do so, but your friends try to persuade you.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: (cont'd) b) You recently moved into a new neighborhood and miss being with your friends. A family on the block has a boy your age. He meets you and invites you to "join the gang." In order to join, though, you must prove your ability by stealing cigarettes and smoking them with the group. You have tried smoking, but don't like it. Discussion questions (for both situations): 1. What is the problem, you, the nonsmoker, are confronted with? 2. What are the behavior options open to you? 3. What are the possible consequences with each choice? 4. What factors other than the group's pressure influenced you to make your decision?	
ACTIVITY 3: To help students clarify and affirm their values, provide each student with a values sheet. The values sheet can be given to students as an individual assignment to be completed in writing or in small groups for use as a discussion starter and orgnizer. (Note: Teacher may want to develop additional values sheets for use in this activity.)	MATERIALS: Values Sheet
ACTIVITY 4: Create one or more situations involving smokers and nonsmokers in the same closed space. Role play them and discuss the problems and implications. You are in a small restaurant with your older brother and two of his friends. Neither you nor your brother smokes, but his friends do. The light up cigarettes in the restaurant. You are bothered by the cigarette smoke. Suggested questions for discussion after role play: 1. Do you or your brother have any choice other than to put up with the cigarette smoke? 2. Do his friends have the right to smoke when doing so would bother you? 3. How can you politely ask your brother's friends not to smoke? 4. What health problems are created for a nonsmoker who is forced to breathe cigarette smoke? 5. What anti-smoking legislation addresses itself to nonsmoker's rights (i.e., laws prohibiting smoking in public areas)?	MATERIALS: Information is available from the American Lung Association.

VALUES SHEET

1. How do you feel about what took place?

2. Do you think such things happen often? Why?

3. What different attitudes do people have toward this problem?

4. What is your attitude?

5. Is there anything you can do about it? Is there anything you want to do?

6. What might happen if you did something?

LEARNING ACTIVITIES	RESOURCES

TEACHER INFORMATION

Learning to resolve a conflict situation, without sacrificing one's identity, self-respect or control over one's life, can be one of the most important life skills a person can learn. To arrive at a solution to a conflict which allows everyone involved to feel satisfied, and that is mutually agreed upon, one must learn how to communicate without demeaning others.

An excellent five-step process is discussed in Personalizing Education: Values Clarification and Beyond. Briefly the five-step process to conflict resolution is:

Step 1. State the Problem: Those involved in the conflict state the problem as they perceive it and how they feel without blaming, criticizing, judging or shaming.

Step 2. Define the Specifics of the Problem: All involved then note the points of agreement and disagreement.

Step 3. Brainstorm All Possible Solutions: By listing many ideas as to how the conflict may be resolved, those in conflict can come to realize there are a number of ways to deal with the problem.

Step 4. Identify the Consequences: The individuals in conflict select possible solutions, from the list they brainstormed above, that seem most suitable and outline the consequences of each selected solution.

Step 5. Choose a Solution: All then evaluate the possible solutions and consequences and agree on one that is acceptable to all.

This process can be utilized in any conflict situation, role-play situation or real-life conflict. You may want to explore this strategy further for helping students to learn constructive life skills.

MATERIALS:
Book: Personalizing Education: Values Clarification and Beyond, by Leland W. Howe and Mary Martha Howe.

GRADES 7, 8, 9 CONCEPT II

CONCEPT: Cigarette smoking is dangerous to your health.

LEARNING ACTIVITIES

OBJECTIVES:

1. The student will research how body organs and systems are interrelated.
2. The student will explain the immediate physiological changes in the organs and systems of the body caused by chemicals in tobacco smoke.
3. The student will explain the long-range health effects of smoking.

TEACHER INFORMATION

It is estimated that cigarette smoking is responsible for 300,000 premature deaths in the U.S. each year from cancer, lung, heart and circulatory system diseases. About 90% of lung cancer causes are related to smoking. About 30% of arteriosclerosis, 75% of bronchitis and 80% of emphysema are smoking-related.

The articles "Key Facts Related to Smoking and Health" (see next page) and "How Your Lungs Work (and How They Can Work Better)" by H. W. Gimbel, M.D., provide some data on these issues.

ACTIVITY 1:

Distribute the pamphlet listed to the class to take home, read, and discuss with parents. During next class period discuss contents, and student and parent feelings about what they have read.

ACTIVITY 2:

Body Trip - small group research and class demonstrations. (This activity requires library research, at least two class periods and out-of-class work.)

Divide class into small groups. Each group should select a leader and a secretary. Each group leader will draw a slip of paper from a box listing one of the topics below for them to research and demonstrate.

Hand out Worksheet 1, Body Trip, to all group members. Review worksheet, outline time table on chalkboard, and tell students to proceed.

RESOURCES

TEACHER RESOURCES:

"Key Facts Related to Smoking and Health", Gimbel, H.S., M.D. (see next page)

"How Your Lungs Work (and How They Can Work Better)," Life and Health, November 1977.

Book: Introduction to Lung Diseases and Pamphlet: "Your Lungs" (American Lung Association)

CLASS RESOURCE:

Pamphlet: "Answers To The Most Often Asked Questions About Cigarette Smoking and Lung Cancer" (one per student) (American Cancer Society)

MATERIALS:

Worksheet 1, Body Trip
library
large sheets of butcher paper
crayons/markers
encyclopedias
science books
health books

KEY FACTS RELATED TO SMOKING AND HEALTH

by H. S. Gimbel, M.D.

I. Effects of Cigarette Smoking on the Cardiovascular System.
   - A. Doubles the risk of heart attack.
   - b. Increases heart attack risks with the amount smoked, with the length of time one has smoked and with the early age of beginning the smoking habit.
   - C. Increases the heart beat 15-25 beats with one or two cigarettes.
   - D. Constricts the small blood vessels causing higher blood pressure.
   - E. Carbon monoxide in the cigarette smoke replaces the oxygen in the bloodstream.
   - F. Causes an increase in release of cholesterol into the bloodstream which is related to heart attacks.
   - G. Smokers who quit reduce their chances of heart attack to levels comparable to that of people who have never smoked.

II. Effects of Cigarette Smoking on the Respiratory System.
   - A. Increases the risk of developing lung cancer ten times.
   - B. Increases lung cancer risks by the amount smoked, by the length of time one smoked, and with the early age of starting the tobacco habit.
   - C. Is the major factor identified in the development of lung cancer.
   - D. Only one in twenty lung cancer victims live more than five years.
   - E. Lung cancer deaths slightly exceed traffic deaths per year.
   - F. The most important cause of chronic bronchitis.
   - G. Increases the risk of dying from chronic bronchitis and emphysema six times.
   - H. Over 50% of inhaled smoke remains in the lungs.
   - I. Smoke paralyzes the bronchial cilia, and stimulates the overproduction of mucous.
   - J. Smoke eventually destroys the cilia structure and function, interfering with the cilia-mucous cleansing action and thereby exposing the respiratory system to infections.
   - K. Causes the constriction of the bronchioles, reducing the effective breathing space which can result in stretching and rupturing of alveolar walls, which is called emphysema.

III. Cigarette Smoking is Also Associated With:
   - A. A five-fold increase in cancer of the larynx.
   - B. A four-fold increase in oral cancer.
   - C. A three-fold increase in cancer of the esophagus.
   - D. A three-fold increase in deaths due to stomach ulcers.
   - E. The doubling of the risk of death due to cirrohsis of the liver.
   - F. The doubling of the risk of death due to cancer of the bladder.

IV. Interesting Statistics Related to Cigarette Smoking
   - A. An estimated 300,000 premature deaths per year in the U.S.A.
   - B. Each year, more than 60,000 Americans die of coronary heart disease; 30% of these deaths can be directly attributed to cigarette smoking.
   - C. Another half-million are devasted by cerebral strokes, which account for 200,000 additional deaths and often leave survivors permanently disabled. Cigarette smokers have a higher rate of cerebral stroke than nonsmokers.
   - D. This increase in injury and death due to cigarette smoking is related to:
     1. the amount smoked
     2. number of years smoked

3. the younger persons begin to smoke
4. inhaling

E. Smoking during pregnancy is associated with greater incidence of smaller birth weights, and infant deaths.

F. The average smoker's lilfe expectancy is estimated to be reduced by more than nine years. This has been calculated to be 14 minutes per cigarette smoked.

V. Other Disadvantages of Cigarette Smoking

A. Cigarettes are far more dependence-producing than alcohol or barbiturates - smoking is not a take-it-or-leave-it activity.
B. Dulls the sensations of smell, taste, and appetite. It may also contribute to malnutrition.
C. Reduction of athletic ability
D. "Tobacco breath"
E. Stains on the teeth and fingers
F. Eye irritation
G. 130,000 fires each year attributed to cigarette smoking
H. Smoke is hazardous to others
I. Litter of ashes and butts
J. Smoker's cough
K. Acceleration of the degenerative aging processes

VI. Why People Begin to Smoke

A. Parents smoke
B. Friends smoke
C. Curiosity
D. Emulation of significant others
E. Peer conformity
F. Identity needs
G. Immediate gratification
H. Rebellion

VII. Perceived Benefits of Smoking:

A. Improvement of self-image
B. Gratification of oral needs
C. Illusion of relaxation and easing of tensions
D. Enhancement of "good feelings and good times"
E. Reduction of anxiety
F. Feeling of belonging between smokers
G. Identification with "models" who smoke
H. Pleasure of smell, taste, inhalation
I. Ease in social situations (something to do)
J. Visual and tactile stimuli

VIII. Incidence of Smoking Behavior:

A. 32% of Americans are smokers.
B. The "average" smoker smokes 20 cigarettes per day.
C. Most smokers indicate that they would like to stop smoking.
D. Everyday 4,500 young people become cigarette smokers.
E. By high school graduation 40-45% of young people are smokers.
F. Most young smokers say they do not plan to be smoking in five years.

WORKSHEET 1

BODY TRIP

Group Members (list names):

The body system my group is working on:

A. What my group will do:

Everyone will research and work on the presentation, but two members have additional duties.

1. The group leader must conduct the opening and closing meetings of the study group and check to see that research is progressing.

2. The secretary has the responsibility of recording the information researched in the order of presentation decided upon by the group.

B. How to proceed:

1. At the first meeting discuss what each person will do and how to present the information to the class.

2. For each body system, your group should be able to explain, show or demonstrate . . .
   a) what its function is
   b) why this system is important
   c) briefly how it works
   d) how cigarette smoking effects this body system
   e) what diseases of the system are smoking-related

   You may want to find out some interesting facts, or look for real life experiences to make your presentation interesting.

3. (Optional) Have one student lie down on a large sheet of paper. Outline his/her body on the paper, then draw in the body system you are researching; color and label.

4. If you find that you or your group is having any problems finding information or knowing what to do, ask for help.

5. Your group will present the body system to the class in a 15-minute presentation.

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: (cont'd) Using encyclopedias, science and health books and information from various sources, student should research and present a body system, how it works, and how cigarette smoke affects the efficiency of the system. Topics for Selection: a) Skeletal system (The body contains 206 bones.) b) Circulatory system (Blood provides fluid and nourishment, including oxygen, to the tissues, organs, and bones.) c) Muscular system (There are over 400 muscles in the human body.) d) Respiratory system (All living things breathe in order to exchange gases with the air.) e) Digestive system (Prepares food for absorption into the bloodstream.) f) Nervous system (The communication system of the body which receives and answers messages.) Students will present their results to the class. Have students discuss some of the immediate disadvantages of smoking which may affect their decision to smoke or not to smoke, such as: a) constricts small blood vessels, thereby reducing the flow of blood b) dulls senses of taste and smell c) reduces physical stamina and breathing capacity d) stains fingers and teeth e) costs money f) produces tobacco mouth odor g) increases heart rate and blood pressure	
ACTIVITY 3: Provide each student with Worksheet 2, Body Systems. Give students time to fill out the worksheet, then discuss as a class. This can serve as a review and as notes for the students.	MATERIALS: Worksheet 2, Body Systems
ACTIVITY 4: Invite a physician to discuss the harmful effects of smoking on the six body systems researched by the students. OR	

WORKSHEET 2

BODY SYSTEMS

Fill in and discuss the items below.

Match the body system on the left with its function on the right.

1.	Skeletal system	_____	helps the body use the food we eat
2.	Muscular system	_____	is the blood-carrying system
3.	Circulatory system	_____	provides the framework for our body, giving shape and support
4.	Respiratory system	_____	is composed of nerves which carry messages to and from the brain
5.	Digestive system	_____	enables the body to move
6.	Nervous system	_____	is the system where oxygen and carbon dioxide are exchanged

Fill in the blank in each of the following sentences with the correct item.

1. 206 bones are found in the _____ system.
2. The brain is the part of the _____ system.
3. The _____ system pumps blood and carries oxygen and food to all cells of the body.
4. The lungs, bronchi and alveoli are parts of the _____ system.
5. Food is prepared by the _____ system for use in the body cells.
6. The _____ system helps move our body.

LEARNING ACTIVITIES	RESOURCES

ACTIVITY 4: (cont'd)

Invite a speaker from your local Cancer Society, Heart Association or Lung Association.

OR

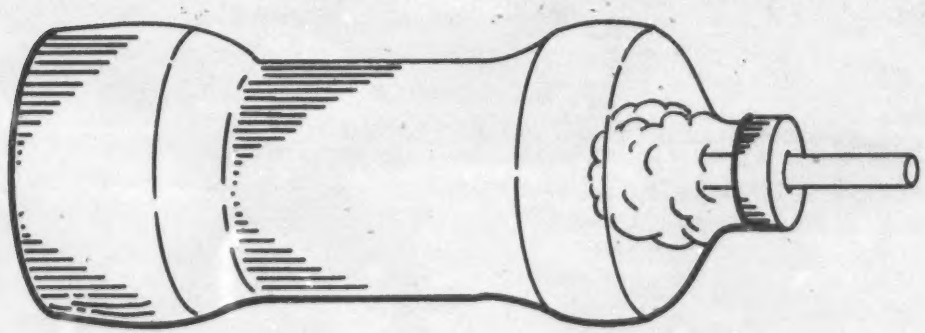
Show the film: "As You Live...You Breathe" and provide accompanying pamphlet.

ACTIVITY 5:

To demonstrate the accumulation of tar, construct one of the following smoking machines:

Smoking Machine A:

a) Rinse the container thoroughly.
b) Make an opening in the cap of the container to fit the tubing into the cap.
c) Place the tubing in the opening and seal tight with cement or clay if needed.
d) Insert tubing into loosely packed cotton ball in mouth of jar.
e) Insert cigarette into open end of tubing.
f Press firmly on the plastic container to force air out before lighting the cigarette, then proceed with slow and regular pumping action.
g) Withdraw cotton from tubing to show accumulation of tar.
h) Pass container around for individuals to smell and observe that smoke continues to be expelled for a period of time.



MATERIALS:
Film and pamphlet:
"As you Live ... You Breathe."
(American Lung Association)

MATERIALS:
plastic soap container or other empty plastic container, transparent if possible
ball point ben barrel or other tubing, approximately size of a cigarette
cotton
cigarettes

TEACHER RESOURCE:
Smoking and Health Experiments and Exhibits
(National Clearinghouse for Smoking and Health)

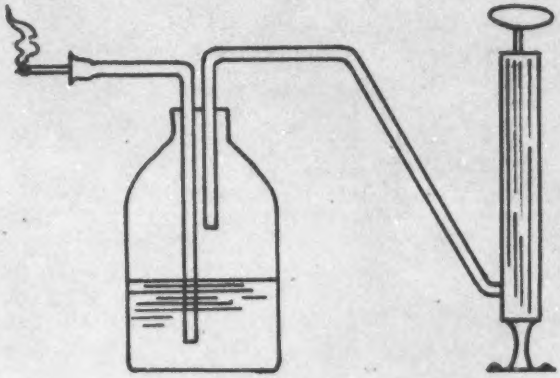
LEARNING ACTIVITIES

RESOURCES

ACTIVITY 5: (cont'd)

Smoking Machine B:

a) Assemble cigarette tar-separating apparatus as shown in diagram.
b) Fill the gallon jar half full with water.
c) Place cigarette in intake and light.
d) Pump vacuum pump so as to draw smoke from cigarette into gallon jar and water.
e) Pump until cigarette is burned completely. Replace with additional cigarettes until tars can be seen in water.
f) Examine color of water and smell.



MATERIALS:
gallon jar with a two-hole stopper
cigarettes
delivery tubes (glass)
cigarette holder
vacuum pump

TEACHER INFORMATION

There are at least 500 chemicals or compounds in cigarette smoke. Not all have been identified, but some have proven capable of producing cancer and others are poisonous if taken in concentrated doses. Know chemical agents in smoke include lead, arsenic, cyanide, nicotine, formaldehyde, and carbon monoxide.

To illustrate the effects of smoke on living things, any of the following experiments may be demonstrated in health class or science class:

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 6: Using a cotton ball which has been saturated with tars from the smoking machine, wipe the stems of several growing plants. Keep some plants as controls to observe differences in what happens.	MATERIALS: smoking machine cotton cigarettes plant
ACTIVITY 7: Wipe a cotton ball which has been saturated with tobacco tars on the tongue of a live frog and note temporary collapse.	MATERIALS: live frog cotton ball saturated with tobacco tars
ACTIVITY 8: Place a small fish in water flask of smoking machine and note how the nicotine poisoning causes the fish to roll to one side. As soon as this happens, place fish in freshly aerated water to revive. Substitute tadpoles for fish and observe the results.	MATERIALS: goldfish bowl of fresh water smoking machine
ACTIVITY 9: Place a drop of solution containing paramecia on a microscope slide. With the low power of a microscope, observe the movement of these one-celled organisms. Blow smoke from collection flask on the preparation and note the effects on paramecia.	MATERIALS: microscope and slide paramecia cigarettes smoking machine (collection flask with smoke)
ACTIVITY 10: Make a nicotine insecticide by soaking cigarette tobacco or cotton ball from a smoking machine in water. Test and use as spray on insects.	MATERIALS: insects cigarette tobacco or cotton ball from smoking machine jar of water empty spray can
ACTIVITY 11: An advanced experiment suggested for science class to demonstrate the effects of carbon monoxide in tobacco smoke on animal blood. a) Obtain blood from a butcher shop. Add one part sodium oxalate solution to 9 parts of blood to keep the blood from coagulating. Pour half of blood into control container and half into Bottle B. b) Using an aspirator as the one shown in the diagram, "smoke" a cigarette or pipe.	MATERIALS: smoking machine (as shown) control container cotton balls animal blood

LEARNING ACTIVITIES

ACTIVITY 11: (cont'd)

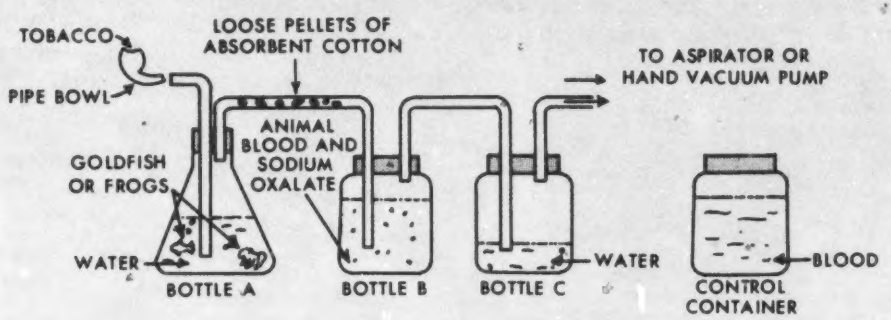
c) Notice that smoke coming through the tube from Bottle A to Bottle B will cause the blood to turn a deeper red as the hemoglobin takes on carbon monoxide. This shows that carboxyhemoglobin is formed. Carbon monoxide poisoning can result from this process. The hemoglobin takes on carbon monoxide more readily than the oxygen needed by the body.

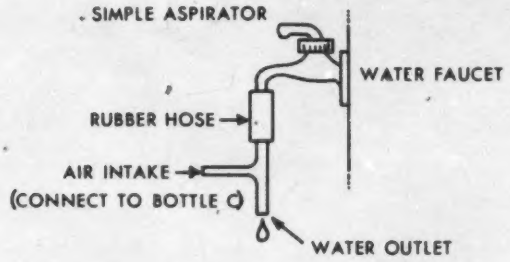
d) Add a freash yeast culture to the blood in Bottle B and also to the control container of blood. Observe differences.

In the control container yeast enzymes cause the hemoglobin to release its oxygen which appears as bubbles rising to the surface.

In Bottle B, much of the oxygen has been replaced by carbon monoxide; therefore fewer bubbles appear when the yeast is added.

(Bottle C is simply a trap, to keep blood from frothing into the pump or aspirator.)





RESOURCES

MATERIALS (con't)
cigarettes or pipe with tobacco
sodium oxalate solution
goldfish or frogs
yeast

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 4. The student will describe the relationship between smoking and life span. 5. The student will explain how smoking interferes with a person's athletic performance.	
ACTIVITY 1: It has been estimated that every cigarette a person smokes reduces his/her life by 14 minutes. Hand out Worksheet 3, "Life Span" for students to complete individually or in small groups.	MATERIALS: Worksheet 3, Life Span
TEACHER INFORMATION Cigarette smoking impairs athletic performance, expecially in demanding activities such as running, soccer, swimming, wrestling, basketball, and football. The body's capacity for physical exercise depends upon how much oxygen is absorbed into the system. When a person smokes, carbon monoxide repiaces the oxygen in the bloodstream, thereby denying the body the oxygen it needs. When one exercises, the body demands more oxygen to work properly. If one smokes and exercises there is less oxygen in the blood to supply the muscles and brain. Lower oxygen supply increases the heart rate sometimes as much as 20 beats per minute. Since smoking also constricts the blood vessels, the amount of blood pumped each minute also decreases. This cuts down one's endurance and ability to run as far or as fast.	
ACTIVITY 2: To demonstrate the effect that smoking has on heart rate. a) Count the subject's pulse or heart beats by placing the first two fingers of the right hand on the inner (thumb) side of the wrist of the smoker (see diagram). Take pulse three times to establish a base line accuracy. (Record the pulse rate as the number of pulsations felt for one minute.) b) Have the smoker light a cigarette and take four deep puffs. c) Take the pulse after the smoker has finished his fourth puff. d) Continue taking pulse on the smoker every five minutes until the pulse rate returns to normal.	MATERIALS: watch with second hand cigarette cooperating smoker who has not exercised or had a cigarette for two hours

LEARNING ACTIVITIES	RESOURCES

ACTIVITY 2: (cont'd)

e) Chart the findings on a graph. Determine how long it takes for the pulse rate to return to its presmoking resting rate.

WORKSHEET 3

LIFE SPAN

Experts say that every cigarette a person smokes reduces his/her life by 14 minutes.

Solve the following problems: (Use 365 days = one year; 20 cigarettes = one pack.)

1. Mr. Johnson is 35 years old and has been smoking two packs of cigarettes a day since he was 20 years old.

   a) How many days has he already subtracted from his life? How many years?
   b) If he continues to smoke, how many less years will Mr. Johnson live than the average man? (Average life expectancy for a man is about 72 years.)

2. Mary Sinclair is 30 years old. She started to smoke cigarettes when she was 10 years old. For two years, she smoked half a pack of cigarettes a day, but when she was 12 she increased the number of cigarettes to 1 pack a day.

   a) How much time has she subtracted from her life at 12 years of age?
   b) How much time has she subtracted from her lilfe now that she is 30 years old?
   c) If she continues to smoke a pack a day, how much less time can she expect to live than the average woman? (Average life expectancy for a woman is about 76 years.)

GRADES 7, 8, 9 CONCEPT III

CONCEPT: Once established, the cigarette habit is difficult to break.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to explain the health benefits of quitting smoking. 2. Through group projects, the student will develop a plan of alternatives to smoking. 3. The student will be able to devise alternative methods or programs which may fulfill the needs and desires one has to smoke. 4. After assisting smokers in quitting, the student wil be able to describe some difficulties involved in breaking a smoking habit. 5. The student will be able to explain why the decision to stop smoking is a personal one.	
ACTIVITY 1: Invite a physician, a respiratory therapist and/or a smoking withdrawal group leader from the American Lung Association, American Cancer Society, or Seventh Day Adventists to speak to the class about the benefits of quitting smoking, and how they help smokers quit.	MATERIALS: Pamphlets: "Me Quit Smoking, How?", "Me Quit Smoking, Why?" (American Lung Association) I Quit Kit (American Cancer Society)
TEACHER INFORMATION Nine out of ten smokers stated they had either tried to stop smoking or would if there were an easy way to quit.	
ACTIVITY 2: Have students divide themselves into three groups. The groups need not be equal, only willing to work together. Explain to the groups that they will be given an assignment to accomplish in two class periods. Students will design a plan to help either an adult or a teenager stop smoking for a week day with an alternative plan for a weekend day. Students should: a) decide whether the plan is for an adult or teenager in school. b) outline activities for one full week day (from first thing in the morning until bedtime). c) outline an alternate plan of activities for one full weekend day.	

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 2: (cont'd) Give each group one of the following assignments: Group 1: Design alternative activities to be done with family members. Group 2: Design alternative activities to be done individually. Group 3: Design alternative activities to be done with friends. On the third day the groups will present one or two activities that they think are especially good. The groups may want to involve the students of the other groups in the activities they have developed. Groups should distribute their plans to other students. (Note: Remind students that there are a variety of activities that anyone can do to have fun, to improve ourselves, to get something done and just to keep from thinking about smoking or not smoking. Examples of such activities could include sports, games, jogging, yoga, relaxation techniques, learning to play an instrument, going shopping, visiting the library, working on a hobby, etc.) ACTIVITY 3: Using the three plans distributed by the groups from the above activity, have students develop a tailored plan to help someone they know quit smoking - e.g., a parent, friend, teacher. As a followup, have students discuss their plan with the person they would like to help and write about what happens, whether they try the plan or not, and how each felt about the plan.	

GRADES 7, 8, 9 CONCEPT IV

CONCEPT: The tobacco industry uses advertising to persuade young adults to use its products.

LEARNING ACTIVITIES	RESOURCES
OBJECTIVES: 1. The student will be able to explain how advertising plays on human emotions and needs to influence our buying habits. 2. The student will evaluate the psychological strategies used by the tobacco industry in advertising. 3. The student will discuss the relationship between tobacco advertising and tobacco consumption. 4. The student will discuss the ethics of advertising as used by the tobacco industry. 5. The student will evaluate anti-smoking advertising techniques. 6. The student will be able to express how he/she feels about advertising.	
TEACHER INFORMATION Cigarettes are advertised in magazines, newspapers, direct mail, billboards, posters, trains, subways, bus terminals, airports, taxis and even the back of ski-lift chairs. Most cigarette advertising falls into four basic groups: satisfying taste and smoking enjoyment; low tar content; identity with an appealing, attractive personal image; and a unique quality of the brand (e.g., package, style, filter or length.)	
ACTIVITY 1: Have students clip cigarette, cigar, pipe and chewing tobacco advertisements from magazine and newspapers. Tape or glue an assortment of advertisements on construction paper. Have one student at a time select randomly one advertisement to roleplay/demonstrate the appeal the ad is using to entice people to change their brand or to start smoking.	MATERIALS: magazines newspapers construction paper tape glue

LEARNING ACTIVITIES	RESOURCES
ACTIVITY 1: (cont'd) Discussion Questions: 1. How many of these advertisements are aimed at influencing a young person to decide to smoke? Analyze the kinds of people pictured in the ads and what they are doing. 2. What things don't these advertisements show? What kinds of people would not appear in the ads? Why? 3. How does cigarette advertising make it difficult for people to stop smoking?	
ACTIVITY 2: TV Commercial Analysis As a weekend or evening assignment ask students to watch television and record the kinds of commercials they see; who they are designed to appeal to; whether they work; and what they try to make you believe to be true if you use the product. Distribute Worksheet 4, "Ad Appeal Form," for students to fill in as they watch. As a classroom followup, have students discuss how advertising influences people to buy a product.	MATERIALS: Worksheet 4, Ad Appeal Form
ACTIVITY 3: Ask students to observe antismoking advertising techniques. Discuss antismoking messages on television and radio, how effective they have been and how they might be more effective. Have students develop original antismoking advertisements that might be used in newspapers or magazines. Display them in school.	MATERIALS: paper crayons/paints markers

WORKSHEET 4

AD APPEAL FORM

	Commercial Product	Whom Does it Appeal to?	Would You Buy?	Why Should You Buy?
	Example: TIDE - Laundry soap	Mother or Housewife	Yes	Gets clothes cleanest.
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

AMERICAN CANCER SOCIETY, COUNTY UNIT OFFICES

DIVISION/UNIT	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society New York State Division, Inc.	6725 Lyons Street P.O. Box 7 East Syracuse, NY 13057	315: 437-7025	
American Cancer Society Albany County Unit	747 Madison Avenue Albany, NY 12208	518: 449-8722 (8723)	Albany
American Cancer Society Allegany County Unit	46 Martin Street Wellsville, NY 14895	716: 593-5111	Allegany
American Cancer Society Broome County Unit	216 Court Street Binghamton, NY 13905	607: 722-6471	Broome
American Cancer Society Cattaraugus County Unit	420 West State Street Olean, NY 14760	716: 372-1030	Cattaraugus
American Cancer Society Cayuga County Unit	232 West Genesee Street Auburn, NY 13021	315: 253-9812	Cayuga
American Cancer Society Chautauqua County Unit	111 West Second Street Room 260 Jamestown, NY 14701	716: 487-1129	Chautauqua
American Cancer Society Chemung County Unit	627 West Church Street Elmira, NY 14901	607: 734-1552	Chemung
American Cancer Society Chenango County Unit	5 West Main Street Norwich, NY 13815	607: 334-4113	Chenango
American Cancer Society Clinton County Unit	203 Margaret Street Street Plattsburgh, NY 12901	518: 563-4271	Clinton
American Cancer Society Columbia County Unit	728 Warren Street Hudson, NY 12534	518: 828-1984	Columbia
American Cancer Society Cortland County Unit	4 West Court Street Cortland, NY 13045	607: 756-2277	Cortland
American Cancer Society Delaware County Unit	Box 176 Walton Building 1 Bridge Street Walton, NY 13856	607: 865-6561	Delaware

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Dutchess County Unit	Hope Lodge Vassar Brothers Hospital Reads Place Poughkeepsie, NY 12061	914: 452-2635	Dutchess
American Cancer Society Erie County Unit	330 Statler-Hilton Buffalo, NY 14202	716: 856-1625	Erie
American Cancer Society Essex County Unit	Water Street Elixabethtown, NY 12932	518: 873-9884	Essex
American Cancer Society Franklin County Unit	88 Main Street Saranac Lake, NY 12983	518: 891-2860	Franklin
American Cancer Society Fulton County Unit	25 Bleecker Street Gloversville, NY 12078	518: 725-3518	Fulton
American Cancer Society Genesee County Unit	103 State Street Batavia, NY 14020	716: 343-1454	Genesee
American Cancer Society Greene County Unit	375 Main Street Catskill, NY 12414	518: 943-3280	Greene
American Cancer Society Hamilton County Unit	P.O. Box 24 Hoffmeister, NY 13353	315: 826-7125	Hamilton
American Cancer Society Herkimer County Unit	125 Mary Street Herkimer, NY 13350	315: 866-3630	Herkimer
American Cancer Society Jefferson County Unit	104 Paddock Street Watertown, NY 13601	315: 788-4210	Jefferson
American Cancer Society Lewis County Unit	5611 Division Street Lowville, NY 13367	315: 376-7438	Lewis
American Cancer Society Livingston County Unit	23 Main Street Geneseo, NY 14454	716: 243-3415	Livingston
American Cancer Society Madison County Unit	East Seneca Avenue Route #5 at Willow Road Canastota, NY 13032	315: 697-2976	Madison
American Cancer Society Monroe County Unit	8 Prince Street Rochester, NY 14607	716: 461-3800	Monroe
American Cancer Society Montgomery County Unit	128 Market Street Amsterdam, NY 12010	518: 842-5580	Montgomery

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Niagara County Unit	2103 Main Street Bridge Station P.O. Box 314 Niagara Falls, NY 14305	716: 284-4084	Niagara
American Cancer Society Oneida County Unit	1900 Genesee Street Utica, NY 13502	315: 724-4175	Oneida
American Cancer Society Onondaga County Unit	1010 James Street Syracuse, NY 13203	315: 474-2757	Onondaga
American Cancer Society Ontario County Unit	343 North Main Street P.O. Box 208 Canandaigua, NY 14424	315: 394-4422	Ontario
American Cancer Society Orange County Unit	11-15 King Street Middletown, NY 10940	914: 343-5612	Orange
American Cancer Society Orleans County Unit	111 North Main Street Albion, NY 14411	716: 589-7808	Orleans
American Cancer Society Oswego County Unit	184 West First Street Oswego, NY 13126	315: 343-1421	Oswego
American Cancer Society Otsego County Unit	444 Main Street Oneonta, NY 13820	607: 432-3990	Otsego
American Cancer Society Putnam County Unit	64 Gleneida Avenue Room 209 Carmel, NY 10512	914: 225-2334	Putnam
American Cancer Society Rensselaer County Unit	24 Second Street Troy, NY 12180	518: 274-5303	Rensselaer
American Cancer Society Rockland County Unit	39 South Main New City, NY 10956	914: 634-7966	Rockland
American Cancer Society St. Lawrence County Unit	9 Hammond Drive P.O. Box 124 Canton, NY 13617	315: 386-8249	St. Lawrence
American Cancer Society Saratoga County Unit	376 Broadway - Office #2 Saratoga Springs, NY 12866	518: 584-2602 885-1613	Saratoga
American Cancer Society Schenectady County Unit	1596 Rugby Road Schenectady, NY 12308	518: 377-2241	Schenectady

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Schoharie County Unit	Corner, Main Street and Rail Road Avenue Middleburgh, NY 12122	518: 827-4651	Schoharie
American Cancer Society Schuyler County Unit	115 West 4th Street Watkins Glen, NY 14891	607: 535-2244	Schuyler
American Cancer Society Seneca County Unit	Box 175 13 East Main Street Waterloo, NY 13265	315: 539-2052	Seneca
American Cancer Society Steuben County Unit	Corner Denison Parkway East and Pearl Street Corning, NY 14830	607: 936-3769	Steuben
American Cancer Society Sullivan County Unit	10 St. John Street Monticello, NY 12701	914: 794-5275	Sullivan
American Cancer Society Tioga County Unit	231 Main Street Owego, NY 13827	607: 687-3280	Tioga
American Cancer Society Tompkins County Unit	225 South Fulton Street Ithaca, NY 14850	607: 273-0430	Tompkins
American Cancer Society Ulster County Unit	400 Broadway Kingston, NY 12401	914: 331-8300	Ulster
American Cancer Society Warren County Unit	380 A Glen Street Sherman Avenue Entrance Glens Falls, NY 12801	518: 792-5358	Warren
American Cancer Society Washington County Unit	221½ Main Street Hudson Falls, NY 12839	518: 747-7916	Washington
American Cancer Society Wayne County Unit	110 Church Street Newark, NY 14513	315: 331-6480	Wayne
American Cancer Society Wyoming County Unit	60 North Main Street Warsaw, NY 14569	716: 796-5667	Wyoming
American Cancer Society Yates County Unit	P.O. Box 113 1 Madison Lane Penn Yan, NY 14527	315: 536-6955	Yates
American Cancer Society New York City Division, Inc.	19 West 56th Street New York, NY 10019	212: 586-8700	

DIVISION/OFFICE	ADDRESS	TELEPHONE NO.	COUNTY SERVED
American Cancer Society Brooklyn Unit	141 Livingston Street Brooklyn, NY 11201	212: 237-7850	Kings
American Cancer Society Bronx Unit	19 West 56th Street New York, NY 10019	212: 586-8700	Bronx
American Cancer Society Staten Island Unit	100 New Dorp Plaza Staten Island, NY 10306	212: 987-8871	Richmond
American Cancer Society Queens Division	111-15 Queens Boulevard Forest Hills, NY 11375	212: 263-2224	Queens
American Cancer Society Westchester Division	246 North Central Avenue Hartsdale, NY 10530	914: 949-4800	Westchester

NEW YORK STATE OFFICES OF THE AMERICAN HEART ASSOCIATION

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Broome County Chapter, Inc.	8 Riverside Drive Binghamton, NY 13905	607: 723-0208	Broome
American Heart Association Central New York Chapter, Inc.	1024 Park Avenue Utica, NY 13501	315: 797-8906	Chenango Delaware Hamilton Herkimer Madison Oneida Otsego
American Heart Association Dutchess County Chapter, Inc.	31 Haight Avenue Poughkeepsie, NY 12603	914: 454-4310	Dutchess
American Heart Association Finger Lakes Chapter, Inc.	191 Parrish Street Canandaigua, NY 14424	716: 394-1240	Livingston Ontario Seneca
	Maxwell Hall Clifton Springs, NY 14432	716: 462-9062	Wayne Yates
American Heart Association Genessee Valley Chapter, Inc.	797 Elmwood Avenue Rochester, NY 14620	716: 461-5590 (93)	Monroe
	414 West Avenue Medina, NY 14103	716: 798-4725	Orleans

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Mid-Hudson Chapter, Inc.	75 Lucas Avenue Kingston, NY 12401	914: 338-8517	Columbia Greene Ulster
American Heart Association Nassau, New York Chapter, Inc.	365 Willis Avenue Mineola, NY 11501	516: 741-5522	Nassau
American Heart Association Northeastern New York Chapter, Inc.	29 East Main Street Amsterdam, NY 12010	518: 843-3666	Albany Clinton Essex
	16 East Fulton Street Gloversville, NY 12078	518: 725-5111	Fulton Montgomery Rensselear
	68 Pearl Street Hudson Falls, NY 12839	518: 747-0493	Saratoga Schenectady Schoharie
	257 Osborne Road Loudonville, NY 12211	518: 459-5880	Warren Washington
	62 Brinkerhoff Street Plattsburgh, NY 12901	518: 561-3326	
American Heart Association Northern New York Chapter, Inc.	1402 Washington Street Watertown, NY 13601	315: 782-1791	Oswego Jefferson Lewis St. Lawrence Franklin
American Heart Association Orange-Sullivan, New York Chapter, Inc.	469 Broadway Newburgh, NY 12550	914: 561-2950	Orange Sullivan
American Heart Association Rockland Division New York State Affiliate, Inc.	39 South Main Street New City, NY 10956	914: 634-4987	Rockland
New York Heart Association	205 East 42nd Street New York, NY 10017	212: 661-5335	5 boroughs of New York City
American Heart Association New York State Affiliate, Inc.	214 South Warren Street Syracuse, NY 13202	315: 478-6681	All New York State Counties excluding 5 boroughs of New York City

CHAPTER/AFFILIATE	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Heart Association Southern Tier, New York Chapter, Inc.	530 West Church Street Elmira, NY 14905	607: 734-2939	Chemung Schuyler Steuben Tioga Tompkins
American Heart Association Southwestern New York Chapter, Inc.	812 Hotel Jamestown Building Jamestown, NY 14701	716: 483-1509	Allegany Cattaraugus Chautauqua
American Heart Association Suffolk Chapter, Inc.	127 Atlantic Avenue Blue Point, NY 11715	516: 363-6200	Suffolk
American Heart Association Upstate New York Chapter, Inc.	63 Genesee Street Auburn, NY 13021	315: 253-4328	Cayuga
	22 Tompkins Street Cortland, NY 13015	607: 753-3259	Cortland
	1212 James Street Syracuse, NY 13203	315: 476-5381	Onondaga
Westchester Heart Association, Inc.	15 Rye Ridge Plaza Port Chester, NY 10573	914: 937-6601	Putnam Westchester
American Heart Association Western New York Chapter, Inc.	255 Statler-Hilton Hotel Buffalo, NY 14202	716: 853-5356	Erie Genesee Niagara Wyoming

AMERICAN LUNG ASSOCIATIONS

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of Central New York	P.O. Box 6409 Syracuse, NY 13217	315: 422-6142	Cortland, Franklin, Jefferson, Lewis, Onondaga, Oswego, St. Lawrence, Tompkins
American Lung Association of the Finger Lakes Region	410 East Henrietta Road Rochester	716: 442-4260	Cayuga, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Yates, Chemung, Steuben, Schuyler

AFFILIATE NAME	ADDRESS	TELEPHONE NO.	COUNTIES SERVED
American Lung Association of the Hudson Valley	35 Orchard Street White Plains, NY 10603	914: 949-2150	Orange, Putnam, Rockland, Westchester, Greene, Ulster, Sullivan
American Lung Association of Mid-New York	23 South Street Utica, NY 13501	315: 735-9225	Broome, Chenango, Delaware, Fulton, Hamilton, Herkimer, Madison, Oneida, Otsego, Tioga
American Lung Association of Nassau-Suffolk	405 Ostrander Avenue Riverhead, NY 11901	516: 727-2155	Nassau and Suffolk
American Lung Association of Western New York	766 Ellicott Street Buffalo, NYL 14203	716: 886-4655	Allegany, Cattaraugus Chautauqua, Erie Genesee, Niagara, Wyoming
American Lung Association of New York State Adirondack Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Clinton, Essex, Warren, Washington
Capital District Branch			Albany, Rensselaer
American Lung Association of New York State Dutchess-Columbia Branch	246 Church St. Poughkeepsie, NY 12061	914: 452-0160	Columbia, Dutchess
American Lung Association Of New York State Eastern Mohawk Branch	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	Schenectady, Schoharie, Saratoga, Montgomery
CONSTITUENTS:			
American Lung Association of New York State	8 Mountain View Avenue Albany, NY 12205	518: 459-4197	
Brooklyn TB and Lung Association	293 Schermerhorn Street Brooklyn, NY 11217	212: 624-8531	Kings
New York Lung Association	22 East 40th Street New York, NY 10016	212: 889-3370	Bronx, New York, Richmond
Queensboro Lung Association	159-29 90th Avenue Jamaica, NY 11432	212: 526-2557	Queens